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ABSTRACT

This course syllabus describes a preservice teacher education class titled: "Strategies of Teaching Social Studies and Language Arts with Clinical Experiences." The syllabus identifies the three required textbooks and provides a bibliography. Following the course description, eight course objectives are stated; six assignments are outlined; and the grading procedure explained. A course calendar concludes this syllabus. Contains 41 references.

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ED 402 227

Course Outline for ELED 416 - Strategies of Teaching Social Studies and Arts with Clinical Experiences

Jo Ann Karr, Ed.D.

1994

SO 026 190

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COURSE SYLLABUS

ELED 416 - STRATEGIES OF TEACHING SOCIAL STUDIES AND LANGUAGE ARTS WITH CLINICAL EXPERIENCES

Instructor:
Office:
Phone:
Office Hours:
Term:

REQUIRED TEXTBOOKS:

Farris, Pamela J. and Susan M. Cooper. (1984). Elementary Social Studies: A Whole Language Approach. Madison, WI: Wm. C. Brown & Benchmark.

Chapin, June R. & Rosemary G. Messick. (1992). Elementary Social Studies. White Plaines: Longman Publishing Group.

Recommended Reading: Tunnell, Michael O. and Ammon, R. (1993). The story of ourselves, Teaching History through children's literature. Portsmouth, NH: Heinemann.

Additional Readings as assigned.

COURSE DESCRIPTION:

An integrative approach to teaching language arts and social studies will be introduced. Holistic instructional strategies that enhance the thinking process with a focus on the structure of social studies programs. Characteristics of the learner within their cultural heritage, sources of literary and community information, and concepts embodied in interdisciplinary theme units will be examined. Strategies for facilitating communication competencies, writing and reading development in the content areas, fine arts and humanities described in research and practice will be explored. Methods of inclusion of special needs students in the regular classroom will be emphasized. A minimum of 50 clinical hours is required.

Prerequisites: ELED 414 - Curriculum Development and EDFN 416 - Cultural Pluralism and the Schools.

COURSE OBJECTIVES:

- Demonstrate ability to develop an effective holistic language arts curriculum as evidenced by planning and implementation of content area units, mini-lessons and visual displays.

- Demonstrate ability to adapt methods and strategies to meet the needs of the challenged learner and students' learning styles, both in written plans and performance with small groups of children.

- Integration of language arts (reading, writing, speaking, and listening) in social studies knowledge base when designing learning experiences, and instructional strategies.

- Effective implementation of contextual language arts mini-lessons using practices that reinforce geography, history, economics, government and sociology, (i.e. journal response logs, brainstorming, readers' circle, graphic organizers, author's chair, simulation, role playing).

- Be able to successfully utilize the enactive, iconic and symbolic modes of knowledge acquisition in delivery of social studies instruction with a concept/theme focus.

- Select for field experience, a variety of approaches to teach, reflectively assess effectiveness and based on results, modify or refine lessons.

- Able to use authentic assessment in each of the "Dimensions of Learning" (Marzano) for the teaching unit lessons implemented in the field experience. (Classroom assignment) e.g. rubrics, checklist, rating scales, observation, self-evaluation, performance criteria, portfolio, etc.

- Provide students with hands-on examples in elementary setting enabling them to conduct field-based research in language arts and social studies with exemplary teachers.

ASSIGNMENTS:

I. Topic investigation - 8 Journal Critiques or Research Paper
- ERIC Index Search (10 abstracts)

- Global Education
- Environmental Education
- Multicultual/Cultural Diversity
- Career Education
- Newspapers in Social Studies and Language Arts
- Writing across the content areas
- Teaching History through children's literature

II. Evaluation of Social Studies Materials/Report
- Use the grade of clinical site
- Review material and community resources in <u>each</u> of the categories of classroom experience:
  a. enactive, iconic, symbolic
  b. disciplines - geography, economics, history, sociology, and political science

- After doing the above, construct a materials/resource retrieval chart.
  List in chart form materials & resources to match selected State Learning Goals & Concepts.
- Use material from each category at clinical site, combine observation and children's reactions in report
- Scope & Sequence Correlation Chart
  With themes, major goals and objectives and concepts for year (Group Project)

III. Thematic teaching unit for 6 weeks with description of related learning center(s)
- Use grade of clinical site
- Incorporate the following:
  - Children's background knowledge assessment (KWL) and other surveys
  - Theme outline for 10 months
  - Systemwide objectives and learning outcomes
  - All social studies disciplines and language arts fields
  - Global prospective
  - Integration of other subject areas
  - 3 categories of classroom experiences
  - Concept map for unit's themes
  - Authentic assessment plan and samples of evaluation tools with rubrics
- Construct learning center and exhibit with integrative language arts activities
- 5 written mini-lesson plans
- Demonstrate one lesson and follow-up learning center activities

IV. Instructional Materials/Visual Display
May be a bulletin board, mural, poster, 3 sided exhibit, or other preapproved format.

<u>Content:</u> Chicago and Metro Area Cities
or
Chicago and its neighborhoods

<u>Paperwork:</u> Grade (your clinical site placement, 3rd-8th) discipline (Geography, Economics, History, Sociology, Political Science), Systemwide Objectives, Learning Outcome and Concept Web. Include narrative describing how display would support a unit in the social studies curriculum.

V. Professional Development/Field Experience-50 hours minimum. The text is only a guide or reference to the topics. Other sources of methods, practices, issues, trends, and knowledge base need to be tapped. You may <u>design your own collection of hands-on sources</u> and a report system to <u>document</u> your investigation.

Choose from a variety of resources such as workshops, lectures, conferences, museums and exhibits. Field test your learning center with children, tutor children to investigate language and cultural differences and incorporate data collecting projects.

VI. Other activities related to field experience. Classroom teaching, tutoring, and environmental management.

After conferences with cooperating teacher, you will determine the theme/concepts for your unit and lesson plans. Utilize as many approaches as is appropriate that are mentioned in text and class discussion. The fifty hours in the classroom should be scheduled across the term so you can try out lessons across both the language arts field and social studies. Further description of recommended/required activities for your classroom experience will be developed in conference with you to highlight your academic subject area specialty and strengths.

All work should be typed and proofread. Assignments turned in after the due date will be lowered by one grade. In-class generated activities must be completed no later than one week from approved extension of due date due to documented emergency sickness/absence, otherwise there will be a loss of points.

Cooperative learning groups are encouraged and often recommended. Professional dedication and inquiry are expected as we explore the pedagogical approach to language arts and social studies curricula for the elementary child. Please take this term to stock up on ideas and materials, strategies and the knowledge needed to make reflective decisions in your classroom, school or community!

GRADING PROCEDURES:

A. Letter grades have the following numerical value at NEIU:

A = 4
B = 3
C = 2
D = 1
F = 0

B. Projects and assignments are given a relative weight in terms of grades in this course. Rubics for products will be developed by instructor with input from class. Final grades after portfolio review and conference.

1. **Curriculum Products . . . . . 22 letter grades**

Group A

5 letter grades	•	Mini lessons on writing, newsprint and media, history/Literature, civic education and telecommunication applications.
1 letter grade	•	Scope and sequence correlation chart
2 letter grades	•	Materials/resource retrieval chart
	•	Evaluation of Social Studies Materials/Reports
4 letter grades	•	Visual display

Group B

10 letter grades	•	6 week teaching unit (written and presented to class) with display of related cultural materials and assessment plan (rubics & standards)

2. **Library/Action Research** . . . . . **7 letter grades**

ERIC Search
Topic Investigation paper

3. **Applied Field Work (50 hours clinical)** **6 letter grades**

1 letter grade	•	Learning Style Checklist
2 letter grades	•	Map & globe skills activities with reflective notes
2 letter grades	•	Challenged learner observation/reflective notes
1 letter grades	•	Field trip design

4. **Class participation** . . . . . **3 letter grades**

Total number of letter grades 38

COURSE CALENDAR:

WEEK	TOPIC	ASSIGNMENT
Week 1	Changing characteristics of life in the 21st century and compelling reasons for content area literacy instruction. Decision making and group process. NGT	Chapter 1 (FC) Chapter 1 (Chapin)
Week 2	Inquiry across fields of study: modes of thought. 1. symbolic, 2. enactive, 3. iconic Different ways to perceive the subject and different forms for framing and conveying ideas. Learning styles and needs assessment; special needs learner	After using the learning style checklist for 3 children, report 2 practices to accommodate each of their learning styles. Chapter 11, 12 (FC); Chp 3 (C)
Week 3	An organizing framework for inquiry within social studies curriculum. 1. knowledge, 2. democratic beliefs, 3. thinking skills, and 4. participation skills. Content and process validity: Who decides and how? Should there be scope and sequence? Articulation between national, state, local goals for the 21st century.	Correlate social studies textbook Scope and Sequence Chart to state guidelines Group rated material/ resources retrieval chart Chp 2 (C)

Week 4	Holistic principles and guidelines for interfacing language arts and social studies. Review of curriculum standards of professional organizations Theorists and researchers Viewpoints Project National and State curriculum project initiatives Developmental cognitive stages	ERIC search with 10 abstracts on selected topic Visual display Chapter 2 (FC) Chapters 4,8 (C)
Week 5	Language arts learning outcomes within a social studies knowledge base: A project approach. Oral and written expression Organizing research projects Finding and organizing information Reviewing literature: Novels, short stories, functional pieces	Identify, annotate and list 5 community sources for 3 suggested project topics Chapter 4 (FC) Chapter 6 (FC)
Week 6	Language arts instruction strategies in problem solving and inquiry approach. Comprehension and writing mini-lessons Written and oral sharing Visual displays Content journal response	Develop a mini-lesson on writing skill needed for inquiry project, i.e. survey, questionnaire, interviewing, notetaking. Chapter 7 (FC)

Week 7	Linking schoolwide citizenship to the community and the global society within an integrated knowledge base. Sources: media, technology, news print Interaction: Interviews, informational writing, Internet Literature: functional and fictional accounts	Design a field trip Plan a lesson using newsprint and media Chapter 9 (C) Chapter 13 (FC) Report use of three tele-communications and software international link applications.
Week 8	Developing and presenting writing process and skills through thematic units: Rubrics selection	Match Rubrics to performance standards for 3 writing activities
Week 9	Guidelines for Geography education and implementation strategies that use students' environment Map and globe skills, regional relationship Technology support	Develop 3 map and globe skill activities based on students' world Chapter 9 (C) Chapter 5 (FC)
Week 10	Integrating communication skills competencies in global studies (emphasis: sociology; anthropology; economics) Instructional objectives with evaluation criteria with plans for language-varied and special-needs students	Observational program of one challenged learner (4 days) with reflective notes Chapter 10 (C)

Week 11	History and literature connection Value of literature in historical study Selecting and evaluating literature Broadening knowledge of functional and recreational literature (children's experience and background knowledge) Authentic Assessment in each field	History and literature mini-plan Topic investigation paper Chapter 14 (FC) Readings in TA
Week 12	The democracy in action Teaching with case Studies Using Drama and simulations Civic education and critical reading and response writing Outdoor Education: newspapers, magazines, role models Current issues/events investigation	Civic education project Chapters 7-8 (FC) Chapter 6 (C) Outside Readings
Week 13	Integration and thematic teaching: environmental and instructional management systems	Literacy environment survey
Week 14	Developing an authentic assessment program Portfolio building Norm & Criterion Reference Parent and Local School Councils School Report Cards	6 week teaching unit with portfolio of clinical experiences with children; Outside readings
Week 15	Multicultural classroom strategies and research	Display of unit cultural material; Chp 7 (C)
Week 16	Literacy Learning experiences and Community Service	Self-evaluation of mastery of course objectives

SUPPLEMENTARY READINGS:

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Michaelis, John Udell. (1992). Social studies for children: A guide to basic instruction. Boston: Allyn & Bacon.

Montgomery, Paula Kay. (1993). Approaches to literature through subject. Phoenix, AZ: Oryx Press.

Montgomery, Paula Kay. (1992). Approaches to literature through theme. Phoenix, AZ: Oryx Press.

Moore, David W. et al. (1994). Developing readers and writers in the content areas. New York: Longman Publishing Group.

Noyce, Ruth M. & Christe, James F. (1989). Integrating reading and writing instruction. Boston: Allyn & Bacon.

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